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ABSTRACT

A survey was conducted to determine the background characteristics of the auxiliary school personnel employed by the Minneapolis public school system. Eighty percent of all such employees on a particular month's payroll responded via questionnaire. Analysis of the data indicated that the typical aide was white, married, female, over 36 years old, and was not the major wage earner in the household. Differences between aides in Title I schools (schools supported by Title I of the Elementary and Secondary Education Act) also occurred: Title I aides had more experience and worked longer hours per week than did non-Title I aides, and a greater percentage of aides in Title I schools spent more time in the classroom than did aides in non-Title I schools (who spent more time on routine clerical duties). (Two appendixes are included: a sample questionnaire and charts of the response data.) (JB)

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Minneapolis Public Schools

Auxiliary Personnel in the Minneapolis Public Schools: A Profile

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Minneapolis Public Schools

Auxiliary Personnel in the Minneapolis Public Schools: A Profile

Summary

More than 1300 salaried auxiliary personnel were employed during 1971-72 in the Minneapolis Public School System in a variety of positions at both elementary and secondary levels. These positions were funded by the local school district, Title I of the Elementary and Secondary Education Act, and other federal sources. This report describes background characteristics of the auxiliary personnel and their reactions to coordinating activities provided by the Office of Auxiliary Personnel. (See page 1)

About 80% of the auxiliary personnel on a particular month's payroll returned completed questionnaires. Responses to the questionnaire were summarized by funding source, by Title I or non-Title I schools, and by elementary or secondary. (See page 2)

The typical aide was a white, married female who was over 36 years of age, was not the main wage earner in the household, and had not recently received any public assistance. Aides were generally satisfied with in-service courses, supervision within the schools, and with supervision by coordinators and communications from the Office of Auxiliary Personnel. Recommendations for improving these activities were made by the aides. (See pages 3,4 and 8-12)

Differences between aides in Title I schools and aides in non-Title I schools occurred. Aides in Title I schools had more years experience as aides and worked more hours per week than did aides in non-Title I schools. A greater percentage of aides in Title I schools (65%) than non-Title I schools (33%) worked as classroom aides. Classroom aides in Title I schools spent more time working directly with children, while classroom aides in non-Title I schools spent more time on routine clerical tasks or supervising children. (See pages 3-8)

Many of the auxiliary personnel have completed further educational training since they became aides. A greater percentage of aides in Title I schools (58%) than aides in non-Title I schools (38%), and a greater percentage of secondary aides (60%) than elementary aides (46%) have earned one or more college credits since becoming aides. (See pages 12-16)

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September 1972 Research and Evaluation Department

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Minneapolis Public Schools

Auxiliary Personnel in the Minneapolis Public Schools: A Profile

The Minneapolis Public School System employed more than 1300 auxiliary personnel during the 1971-72 school year in a variety of positions at elementary and secondary levels: classroom aides, social work aides, counselor aides, resource center aides, media aides, and supervisory aides. The auxiliary personnel program was supported by funds from the local school district, Title I of the Elementary and Secondary Education Act, the Career Opportunities Program, and special federal programs such as ESEA Title III and the experimental schools. The Minneapolis Public Schools' Office of Auxiliary Personnel, which was responsible for the general coordination of all salaried auxiliary personnel, asked the Research and Evaluation Department to help them gather descriptive background information on auxiliary personnel and aide reactions to some of their department's activities, such as training programs, supervision, and communications in order to improve program operations.

A questionnaire was developed and sent in the school mail in May 1972 to all auxiliary personnel who appeared on an April payroll list, with the exception of 50 student aides in a special program. Although aides did not put their name on the questionnaire they were aware that a code number was used to send a followup notice in June to all aides who had not returned the questionnaire. Completed questionnaires were returned by 813 aides, or 79% of the 1,030 individuals on the payroll list. It is not known if the 20% who did not return the questionnaire would have answered the questionnaire differently from those who did complete the questionnaire.

Each questionnaire was coded by elementary or secondary level and by funding source (local school district, Title I, other federal). The locally-funded aides also were coded as to whether or not they worked in a Title I

school. A copy of the questionnaire is in Appendix B, page 24.

Two groups of aides are described in this report: aides in Title I schools and aides not in Title I schools. These groups are further divided into elementary and secondary school assignments. Aides working in Title I schools were paid from local district funds only, Title I funds only, or both district and Title I funds. Aides not working in Title I schools were paid from district funds only.

The following number of aides in each of the four groups completed questionnaires:

Elementary aides in Title I schools	321
Elementary aides in non-Title I schools	136
Secondary aides in Title I schools	134
Secondary aides in non-Title I schools	141
	732

Eighty-one aides were paid by federal funds other than Title I. Their questionnaire responses are not described in this report, although a tabulation of their responses may be found in Appendix A, page 17. Four other separate groups at both elementary and secondary levels are tabulated in Appendix A: Title I funded, locally funded in Title I schools, locally funded in non-Title I schools, and joint funding by the district and Title I. The total elementary and total secondary responses also are given in Appendix A.

Personal Description of Auxiliary Personnel

The "typical" aide is a white, married female over 36 years old, who is not the main wage earner in the household, and who has not recently received public assistance. This description is more accurate for aides who worked in

elementary schools than for those in secondary schools. See Table 1 on page 4.

About 85% of the aides were white, 12% were Black American, and only a few were Indian American, Spanish-surnamed, or oriental. A greater percentage of Black American aides worked in Title I than non-Title I schools and in secondary than in elementary schools.

Nearly all of the aides were females (87%) particularly in the elementary schools where only 5% were males. Also, about two-thirds to three-fourths of the aides were 36 or more years of age. The secondary schools had a greater percentage of younger aides than did the elementary schools.

About one-fourth of the aides said they were the main wage earner in the household. A greater percentage of main wage earners worked in Title I schools than in non-Title I schools and more in secondary than in elementary schools. Only a small percentage of aides said they received public assistance before becoming an aide. A somewhat smaller percentage said they were currently receiving public assistance in addition to their job as aides (most aides worked only part time).

Job Description of Auxiliary Personnel

Aides in Title I schools, compared with aides in non-Title I schools, had more experience as aides, worked more hours per week, and were more likely to be working as classroom aides (Table 2 on page 5).

The median number of years the aides had worked as auxiliary personnel was somewhat more than three years for aides in Title I schools at both elementary and secondary levels, about two-and-one-half years in secondary non-Title I schools, and one-and-one-half years in elementary non-Title I schools.

About three-fourths of the aides in Title I schools worked 20 or more hours per week. The majority of the aides in non-Title I schools worked

Table 1

Personal Descriptive Data on Auxiliary Personnel in Title I and Non-Title I Schools at Elementary and Secondary Levels (Percent)

Question	Response	Elementary		Secondary	
		Title I Schools N=321	Non-Title I Schools N=136	Title I Schools N=134	Non-Title I Schools N=141
Age	Under 21	4%	1%	9%	4%
	21-25	5	2	13	16
	26-35	21	21	13	6
	36-45	36	53	23	33
	46-55	27	18	27	34
	Over 55	6	4	15	6
Sex	Male	5%	4%	26%	13%
	Female	95	96	74	87
Marital Status	Single	9%	4%	19%	19%
	Married	73	87	64	69
	Widowed	4	1	4	4
	Divorced-Separated	14	7	12	8
Race	White	85%	95%	67%	89%
	Black American	12	5	28	8
	Indian American	1	0	3	1
	Spanish-surnamed	0	0	1	0
	Oriental	1	0	0	0
	Other	1	0	2	1
Main wage earner in the household?	Yes	27%	10%	39%	23%
	No	73	90	61	77
Received public assistance (AFDC, etc.) before becoming an aide?	Yes	18%	5%	10%	9%
	No	82	95	90	91
Receiving public assistance (AFDC, etc.) at the present time?	Yes	14%	5%	5%	7%
	No	86	95	95	93
Former New Careerist?	Yes	13%	7%	13%	9%
	No	87	93	87	91

[a]Totals for elementary and secondary levels are given in Table 11, Appendix A.

Table 2

Job Description of Auxiliary Personnel in Title I and Non-Title I Schools at Elementary and Secondary Levels

Question	Response	Elementary		Secondary	
		Title I Schools N=321	Non-Title I Schools N=136	Title I Schools N=134	Non-Title I Schools N=141
Median number of years worked as an aide in Minneapolis schools	Median	3.1 years	1.6 years	3.3 years	2.4 years
Hours assigned to present aide position each week	Less than 10 hours	6%	56%	4%	6%
	11-19 hours	21	21	17	53
	20 hours	31	7	26	13
	21-30 hours	23	12	32	9
	31-40 hours	19	4	22	18
Mark any of the following positions that describes your job as an aide [a]See footnote	Classroom aide	71%	19%	55%	46%
	Social work aide	8	4	9	5
	Library aide	9	26	4	13
	Resource center aide	6	5	18	27
	Lunchroom or milk aide	32	51	9	21
	Supervisor in hallways or playground	25	27	17	18
	Community school aide	3	11	4	2
	Other	19	11	20	30

[a]Percentages total more than 100 because some aides worked at more than one position

[b]Totals for elementary and secondary levels are given in Table 7, Appendix A

less than 20 hours per week. In fact, 56% of the aides in elementary non-Title I schools said they worked less than 10 hours per week.

Seventy-one percent of the elementary aides and 55% of the secondary aides in Title I schools spent at least part of their time as classroom aides, compared with 19% of the elementary aides and 46% of the secondary aides in non-Title I schools.

More elementary than secondary aides said they worked as library aides, lunchroom aides, and supervisory aides, while more secondary than elementary aides said they worked as aides in the resource centers.

Most of the elementary aides who said they worked as lunchroom or supervisory aides were paid by local funds rather than Title I funds (Table 7 on page 18). About five percent of the elementary aides paid by Title I funds reported that they spent part of their time working in the lunchroom or supervising the playground or hallways.

Duties of Classroom Aides

Auxiliary personnel who indicated they worked as classroom aides estimated the amount of time they spent on four activities: working directly with children, doing routine clerical tasks, supervising groups of children, and observing (no tasks to do). Some differences between aides in Title I and non-Title I schools occurred (Table 3 on page 7). The percentages in Table 3 represent only the responses of aides who said they worked as classroom aides. Also, it should be kept in mind that many aides in Title I schools were paid by the local district rather than by Title I funds.

About 70% of the classroom aides in Title I schools, compared with about 50% of the classroom aides in non-Title I schools, said they spent 50% or more of their classroom time working directly with children as individuals

Table 3

Classroom Aides' Time Spent on Various Activities in Title I and Non-Title I Schools at Elementary and Secondary Levels

Percentage of time classroom aides spent on each activity		Elementary		Secondary	
		Title I Schools N=229[a]	Non-Title I Schools N=26	Title I Schools N=74[a]	Non-Title I Schools N=65
Working directly with children as individuals or in small groups	0%	0%	8%	6%	4%
	1-24%	13	27	10	30
	25-49%	20	16	6	18
	50% or more	67	49	78	47
Routine clerical tasks	0%	14	6	15	7
	1-24%	55	39	46	25
	25-49%	23	32	23	22
	50% or more	9	23	15	46
Supervising groups of children	0%	8	5	16	12
	1-24%	43	35	42	48
	25-49%	29	16	18	22
	50% or more	20	43	24	18
Observing (no task to do)	0%	78	67	67	61
	1-24%	19	22	27	32
	25-49%	2	11	3	3
	50% or more	1	0	3	5

Totals for elementary and secondary levels are given in Table 7, Appendix A.

[a]All aides working in Title I schools were not paid with Title I funds.

or in small groups. Classroom aides in non-Title I schools, particularly at the secondary level, spent more time than aides in Title I schools doing routine clerical tasks. Almost half of the elementary aides in non-Title I schools spent 50% or more of their time supervising groups, compared with about 20-25% of the classroom aides in the other three groups. Very few aides in any group indicated they spent part of their time observing with no tasks to do.

Evaluation of Training and Supervision

Auxiliary personnel had the opportunity to participate in a number of in-service courses coordinated by the Minneapolis Schools' Office of Auxiliary Personnel. Participants in these in-service courses receive credit toward advancement on a career ladder that determines aides' functions, responsibilities, and salary. In addition to in-service courses, aides receive on-the-job training from their immediate supervisor (teacher, social worker, administrator, etc.) and from coordinators in the Office of Auxiliary Personnel.

In-service courses

As indicated in Table 4 on page 9, about three-fourths of the aides in elementary Title I schools, about two-thirds of the aides in secondary Title I and non-Title I schools, and less than half of the aides in elementary non-Title I schools have taken one or more in-service courses since becoming an aide. Although the in-service courses were rated as useful by more than 80% of all aides, more elementary aides in Title I schools found these courses useful than did the other three groups.

Elementary and secondary aides in Title I schools who were funded by Title I, or both Title I and the local district, gave suggestions for improving

Table 4

Evaluation of Training and Supervision by Auxiliary Personnel in Elementary and Secondary Title I and Non-Title I Schools

Question	Response	Elementary		Secondary	
		Title I Schools N=321	Non-Title I Schools N=136	Title I Schools N=134	Non-Title I Schools N=141
In-Service Courses (Minneapolis credits, but not college credits)					
How many of these in-service courses have you participated in since becoming an aide in the Minneapolis Schools?	5 or more courses	36%	11%	22%	17%
	2-4 courses	27	20	29	38
	1 course	14	13	12	8
	None	19	56	26	35
	Don't know	4	0	9	2
How useful were these in-service courses in relation to your job as an aide?	Very useful	63%	42%	46%	45%
	Useful	34	42	40	44
	Not very useful	3	16	14	10
Supervision by Immediate Supervisor (teacher, social worker, administrator, etc)					
How often do you discuss job-related situations with your immediate supervisor?	Every day	52%	17%	40%	43%
	About 2-3 times per week	26	27	29	21
	Once a week	9	21	15	10
	Less than once a week	11	32	11	17
	Never	2	3	5	9
How useful are these discussions with immediate supervisor?	Very useful	73%	53%	70%	58%
	Useful	25	43	27	38
	Not very useful	2	4	3	4
Supervision by Office of Auxiliary Personnel Coordinators					
How often do you discuss job-related situations with a coordinator from the Office of Auxiliary Personnel?	Once every two weeks or more	5%	3%	6%	1%
	Once a month	7	2	10	2
	3-6 times a year	11	5	22	6
	Once or twice a year	34	22	33	28
	Never	44	69	29	62
How useful are these discussions with coordinators from the Office of Auxiliary Personnel?	Very useful	35%	20%	34%	31%
	Useful	49	51	53	47
	Not very useful	15	29	13	22

[a]Totals for elementary and secondary levels are given in Table 10, Appendix A

the in-service courses. These suggestions were grouped according to similar content. The elementary aides stressed in-service courses dealing with child behavior, the Pyramid Reading Program,[1] and the new math materials. The number in the parentheses following each suggestion category indicates the number of elementary aides who suggested a similar in-service course.

- Pyramid Reading Program (28 aides)
- Math and materials (25)
- Child behavior (18)
- Audio-visual (16)
- Problem children and problem groups (15)
- Art-related courses (13)
- First aid (10)
- How to relate to children (8)
- How to work with slow readers (6)
- Games (6)
- Human relations, sensitivity (5)
- Typing (4)
- How to become a better aide (3)
- Aide-teacher relations (2)
- How to present reading materials, not just make them (2)

Secondary aides made the following suggestions for improving the in-service courses.

- Human relations, sensitivity training (11 aides)
- Reading-English (7)
- Psychology courses (6)
- Basic math courses (6)
- Courses on social-psychological problems (5)
- Drug education (5)
- How to operate in classroom and relate to students (4)
- Typing (4)
- Techniques of group work (3)
- How to handle problem children (3)

[1] A unified reading approach developed for use in two decentralized units of the school system, the North and the South-Central Pyramids.

- More closely related to work (3)
- Behavior modification (3)
- Audio-visual (3)
- Better scheduling (2)
- Aide-supervisor relationships (1)
- More courses (1)

Supervision in Schools

At the elementary level, 52% of the aides in the Title I schools and 17% of the aides in the non-Title I schools reported they discussed job-related situations every day with their immediate supervisor. At the secondary level, there was very little difference between Title I and non-Title I schools; about 40% in both types of schools discussed job-related situations with their immediate supervisor every day. Aides in Title I schools saw these discussions as somewhat more useful than did aides in non-Title I schools. See Table 4.

The aides gave few suggestions for improving supervision by their immediate supervisor in the school. The following responses were combined from elementary and secondary aides.

- A definite discussion period set aside (5)
- More time to discuss (4 aides)
- Principal-supervisor is too busy (4)
- Supervisors should keep aides better informed (3)
- Supervisor needs training in how to use aide (3)
- More clearly define responsibilities (3)
- Supervisor believes I should only listen (1)
- Would like to do different tasks (1)

Supervision by Office of Auxiliary Personnel

Aides in Title I schools, particularly at the secondary level, were more likely to discuss situations with a coordinator from the Office of Auxiliary Personnel (OAP) than were aides in non-Title I schools. About 60% of the aides

in Title I schools and about 35% of the aides in non-Title I schools said they discussed job-related situations with an OAP coordinator during the past year.

A few suggestions for improving the supervision by coordinators from the Office of Auxiliary Personnel were given by aides. Most suggestions were for more frequent and more personal contacts between aides and OAP coordinators. Several aides suggested regularly scheduled meetings. Six aides said they received a run-around when they contacted the Office of Auxiliary Personnel.

Communications from the Office of Auxiliary Personnel

The Office of Auxiliary Personnel communicated with auxiliary personnel through regular newsletters, with memoranda on special occasions, and by an aide manual called "Let's Talk About...." Eighty to ninety percent of the auxiliary personnel were aware of these communications. Almost all aides said the communications were valuable. The "Let's Talk About...." manual was perceived as being more valuable than the other two types of written communication (Table 5 on page 13).

Aide councils in the North and South Pyramids were established to improve communications with aides in all Title I schools and a few non-Title I schools within the Pyramids. The majority of the aides in Title I schools were aware of the aide councils and most aides said they were valuable (Table 5, page 13).

Educational Progress and Goals of Auxiliary Personnel

At the time they were hired as aides in the Minneapolis schools, one-fourth of the aides in Title I schools and one-tenth of the aides in non-Title I schools had not received a high school diploma nor passed the General Educational Development Test (GED). About half of the aides had a high school diploma. A greater percentage of aides in non-Title I schools (40%) than aides in Title I schools (about 25%) had attended at least one year of college. See Table 6 on pages 14 and 15.

Table 5

Awareness and Evaluation of Communications from the Office of Auxiliary Personnel by Auxiliary Personnel in Elementary and Secondary Title I and Non-Title I Schools

Type of Communication	Response	Elementary		Secondary	
		Title I Schools N=321	Non-Title I Schools N=136	Title I Schools N=134	Non-Title I Schools N=141
"Let's Talk About..." manual	Aware of It?				
	Yes	87%	84%	93%	87%
	No	13	16	7	13
	Valuable?				
	Very Valuable	60	48	50	51
	Of Some Value	39	50	47	45
	No Value	2	3	3	3
Office of Auxiliary Personnel Newsletters	Aware of It?				
	Yes	88%	87%	91%	90%
	No	12	13	9	10
	Valuable?				
	Very Valuable	28	19	25	20
	Of Some Value	67	73	65	74
	No Value	4	8	10	6
Memos from Office of Auxiliary Personnel	Aware of It?				
	Yes	88%	84%	85%	96%
	No	12	16	15	4
	Valuable?				
	Very Valuable	47	36	45	33
	Of Some Value	48	58	47	63
	No Value	5	6	8	4
Aides' Councils	Aware of It?				
	Yes	73%	31%	64%	5%
	No	27	69	36	95
	Valuable?				
	Very Valuable	39	0	37	0
	Of Some Value	56	80	39	0
	No Value	5	20	24	100

Table 6

Educational Goals, Career Goals, and Educational Progress of Auxiliary Personnel in Elementary and Secondary Title I and Non-Title I Schools

Question	Response	Elementary		Secondary	
		Title I Schools N=321	Non-Title I Schools N=136	Title I Schools N=134	Non-Title I Schools N=141
Before becoming an aide, what was your educational level?	Less than high school diploma or GED	24%	10%	23%	7%
	GED	3	3	5	1
	High school diploma	55	51	42	51
	One year of college	8	7	15	13
	2-3 years of college	6	13	10	12
	Bachelor's degree	4	13	5	14
	M. A. degree	0	2	1	1
[a]If you did not have a high school diploma or GED before you became an aide, have you since obtained a GED or high school diploma?	Yes, GED	27%	22%	35%	15%
	Yes, diploma	5	0	19	8
	No, but I am working on GED or diploma	25	6	23	23
	No, and I am not working on GED or diploma	44	72	23	54
How many college credits have you earned since becoming an aide?	None	45%	76%	33%	48%
	1-6 credits	18	11	8	19
	7-15 credits	13	6	17	15
	16-30 credits	10	2	13	7
	31-45 credits	5	1	7	4
	More than 45	9	4	22	7
What is your educational goal at this time? i.e. How much and what kind of education do you hope to obtain in the future	No further education; O.K where I am now.	11%	21%	7%	6%
	Get a GED or high school diploma	6	2	3	2
	Take some college courses	31	17	29	25
	Get a 2-year college degree	4	0	12	6
	Get a 4-year college degree	10	10	12	13
	Get an advanced college degree	3	2	12	8
	Not sure of my plans	30	43	21	31
	Other	.5	6	3	8

[a]Only aides who did not have diploma or GED responded to this question.

Table 6 (continued)

Question	Response	Elementary		Secondary	
		Title I Schools N=321	Non-Title I Schools N=136	Title I Schools N=134	Non-Title I Schools N=141
How many Minneapolis service credits did you take this school year?	None	42%	68%	47%	57%
	1-3 credits	34	18	27	16
	4-9 credits	23	14	23	25
	10 or more credits	1	0	4	1
How many college credits did you take this school year?	None	66%	84%	52%	71%
	1-3 credits	14	5	11	6
	4-9 credits	16	4	15	9
	10-18 credits	3	4	8	2
	19 or more credits	2	3	15	12
What is your career goal at this time?	Continue in my present aide classification	43%	54%	31%	34%
	Seek another classification as an aide	37	27	38	42
	Become a teacher or school social worker	12	8	21	10
	Other	8	10	10	15

Many auxiliary personnel at both elementary and secondary levels, particularly those working in Title I schools, have taken additional educational training since becoming aides. About one-third of the elementary aides and half of the secondary aides in Title I schools who did not have either a high school diploma or equivalency certificate at the time they became aides have since obtained their diploma or passed the GED. A greater percentage of secondary aides (60%) than elementary aides (46%), and a greater percentages of aides in Title I schools (58%) than aides in non-Title I schools (38%) have

earned one or more college credits since becoming aides.

More than half of the aides wanted to obtain further education, one-third were not sure of their educational plans, and 10% had no intentions of furthering their education.

Aides in secondary schools had higher career goals than did aides in elementary schools. About one-third of the secondary aides, compared with half of the elementary aides, said they wanted to continue in their present aide classification. More than one-third of all auxiliary personnel said they wanted to seek another aide classification, while about 10-15% wanted to become a teacher or school social worker.

Summary

Based on returns from 80% of the auxiliary personnel, we have seen that the typical aide in the Minneapolis Public Schools was a white, married female who was over 36 years of age and was not the main wage earner in the household. About half of the aides spent at least part of their time working in classrooms, usually directly with children rather than with routine clerical tasks. The majority of the aides have taken in-service courses and about half have earned college credits since becoming aides. One-fourth of the aides who did not have their high school diploma when they became aides have since obtained their diploma or equivalency certificate.

Compared with aides who worked in non-Title I schools, aides who worked in Title I schools had more experience as aides, spent more of their time in classroom settings, spent more of their time with children, attended more in-service courses, earned more college credits, and had higher educational and career goals.

Appendix A

Responses to the Auxiliary Personnel Questionnaire by Elementary and Secondary Locations and Funding Sources

Table 7
Job Description of Auxiliary Personnel According to
Elementary and Secondary School Locations and Funding Sources

Question	Response	Fund / School	ELEMENTARY Joint Funding N141	ELEMENTARY Title I Title I N108	ELEMENTARY Local Title I N72	ELEMENTARY Local Non-Title I N136	ELEMENTARY Other Federal N35	ELEMENTARY Total N492	SECONDARY Joint Funding N7	SECONDARY Title I Title I N84	SECONDARY Local Title I N43	SECONDARY Local Non-Title I N141	SECONDARY Other Federal N46	SECONDARY Total N321
How many hours are you assigned to your present position each week?	Less than 10 hours		4%	5%	11%	56%	3%	19%	0%	5%	2%	6%	2%	5%
	11 - 19 hours		18	31	11	21	12	20	14	13	24	53	22	34
	20 hours		38	34	13	7	53	26	57	26	19	13	16	19
	21 - 30 hours		26	17	28	12	18	20	14	40	19	9	7	19
	31 - 40 hours		14	14	38	4	15	14	14	15	36	18	53	25
Mark any of the following positions that describe your job as an aide.	Classroom aide		79%	74%	53%	19%	66%	57%	57%	75%	16%	46%	24%	47%
	Social work aide		6	8	11	4	11	7	29	8	7	5	39	12
	Library aide		15	7	10	26	14	14	0	0	12	13	4	8
	Resource center aide		6	3	8	5	6	5	29	19	14	27	17	22
	Lunchroom or milk aide		48	6	40	51	43	38	14	7	12	21	7	14
	Supervisor in hallways or playground		35	7	33	27	40	27	14	10	33	18	4	16
	Community school aide		1	5	4	11	3	5	0	4	5	2	9	4
	Other		16	20	22	11	17	16	43	14	28	30	26	25
If you checked classroom aide in the previous question, indicate the percentage of your classroom aide time you spend on the following activities by circling the number under the percentages.														
Working directly with children as individuals or in small groups	0%		0%	0%	0%	8%	0%	1%	0%	1%	24%	4%	5%	[illegible]
	1 - 24%		17	7	17	27	11	15	33	7	18	30	21	[illegible]
	25 - 49%		21	19	17	16	25	20	33	4	6	18	26	[illegible]
	50% or more		62	74	65	49	64	64	33	87	53	47	47	62
Routine clerical tasks	0%		17	13	6	6	0	11	0	13	30	7	11	10
	1 - 24%		51	60	53	39	86	56	0	50	40	25	21	32
	25 - 49%		26	15	31	32	5	22	50	25	10	22	53	27
	50% or more		5	13	9	23	9	11	50	13	20	46	16	31
Supervising groups of children	0%		5	15	3	5	5	7	0	21	0	12	15	14
	1 - 24%		51	38	32	35	62	43	0	48	25	48	31	44
	25 - 49%		22	32	41	16	19	26	0	15	25	22	31	21
	50% or more		22	15	24	43	14	23	0	15	50	18	23	21
Observing (no tasks to do)	0%		90	70	67	67	50	75	0	73	43	61	36	60
	1 - 24%		6	27	33	22	50	22	0	27	29	32	36	30
	25 - 49%		4	0	0	11	0	2	0	0	14	3	9	4
	50% or more		0	3	0	0	0	1	0	0	14	5	18	6

Table 8

Auxiliary Personnel's Awareness and Evaluation of Communications from the Office of Auxiliary Personnel

Type of Communication	Response	Fund School	ELEMENTARY						SECONDARY					
			Joint Funding N141	Title I Title I N108	Local Title I N72	Local Non-Title I N136	Other Federal N35	Total N492	Joint Funding N7	Title I Title I N84	Local Title I N43	Local Non-Title I N141	Other Federal N46	Total N321
"Let's Talk About...." manual	Aware of It?													
	Yes		95%	80%	80%	84%	78%	86%	100%	94%	89%	87%	79%	88%
	No		5	20	20	16	22	14	0	6	11	13	21	12
	Valuable?													
	Very Valuable		61%	63%	54%	48%	33%	55%	40%	48%	57%	51%	42%	50%
	Of Some Value		39	35	41	50	67	43	60	49	40	45	47	46
	No Value		1	3	6	3	0	2	0	3	3	3	11	4
Office of Auxiliary Personnel Newsletters	Aware of It?													
	Yes		93%	85%	82%	87%	68%	86%	100%	95%	18%	90%	86%	90%
	No		7	15	18	13	32	14	0	5	82	10	14	10
	Valuable?													
	Very Valuable		32	23	29	19	10	25	20	18	44	20	19	22
	Of Some Value		66	72	62	73	81	70	60	72	50	74	75	70
	No Value		2	5	10	8	10	7	20	11	6	6	6	7
Memos from Office of Auxiliary Personnel	Aware of It?													
	Yes		94%	83%	83%	84%	58%	85%	80%	89%	78%	96%	85%	90%
	No		6	17	17	16	42	15	20	11	23	4	15	10
	Valuable?													
	Very Valuable		58	33	44	36	32	43	50	38	61	33	35	38
	Of Some Value		42	59	44	58	58	52	50	51	36	63	56	56
	No Value		0	8	11	6	11	6	0	11	3	4	9	6
Aides' Councils	Aware of It?													
	Yes		69%	79%	69%	31%	17%	69%	75%	69%	52%	5%	46%	51%
	No		31	21	31	69	83	31	25	31	48	95	58	49
	Valuable?													
	Very Valuable		51	28	42	0	0	38	33	39	33	0	57	38
	Of Some Value		45	69	48	80	100	57	33	39	40	0	29	36
	No Value		4	3	9	20	0	5	33	22	27	100	14	26

Table 9

Educational Goals, Career Goals, and Educational Progress of Auxiliary Personnel According to Elementary and Secondary School Locations and Funding Sources

Question	Response	Fund School	ELEMENTARY Joint Funding N141	Title I Title I N108	Local Title I N72	Local Non - Title I N136	Other Federal N35	Total N492	SECONDARY Joint Funding N7	Title I Title I N84	Local Title I N43	Local Non-Title I N141	Other Federal N46	Total N321
Before becoming an aide, what was your educational level?	Less than high school diploma or GED		19%	20%	34%	10%	9%	19%	29%	17%	35%	7%	11%	14%
	GED		4	1	3	3	0	2	0	6	3	1	4	3
	High school diploma		62	53	44	51	27	52	57	40	43	51	46	47
	One year of college		8	11	3	7	3	8	0	23	3	13	15	14
	2-3 years of college		5	7	7	13	24	9	29	11	8	12	13	11
	Bachelor's degree		2	2	9	13	30	3	0	2	10	14	11	10
	M. A. degree		0	0	0	2	6	1	0	1	0	1	0	1
If you did not have a high school diploma or GED before you became an aide, have you since obtained a GED or high school diploma?	Yes, GED		19%	14%	54%	22%	0%	25%	0%	33%	40%	15%	50%	32%
	Yes, diploma		6	0	8	0	25	5	0	33	7	8	17	16
	No, but I am working on GED or diploma		28	24	21	6	0	21	100	20	20	23	33	24
	No, and I am not working on GED or diploma		47	62	17	72	75	50	0	13	33	54	0	28
How many college credits have you earned since becoming an aide?	None		43%	50%	41%	76%	54%	54%	14%	30%	43%	48%	50%	42%
	1 - 6 credits		21	21	8	11	17	16	14	8	7	19	9	13
	7 - 15 credits		15	10	14	6	11	11	57	19	7	15	2	14
	16 - 30 credits		13	11	4	2	6	8	0	18	5	7	14	11
	31 - 45 credits		3	4	10	1	0	3	0	8	5	4	5	5
	More than 45		5	5	23	4	11	8	14	17	33	7	20	15
What is your educational goal at this time? i.e. How much and what kind of education do you hope to obtain in the future?	No further education; O.K. where I am now		12%	10%	11%	21%	7%	13%	0%	4%	13%	6%	2%	6%
	Get a GED or high school diploma		2	12	3	2	0	4	0	3	3	2	0	2
	Take some college courses		36	29	27	17	17	26	60	35	16	25	16	26
	Get a 2-year college degree		4	2	8	0	3	3	20	14	8	6	10	9
	Get a 4-year college degree		6	10	17	10	23	11	0	13	13	13	35	16
	Get an advanced college degree		1	4	6	2	13	3	20	10	16	8	12	10
	Not sure of my plans		35	30	21	43	30	34	0	20	26	31	21	25
	Other		4	3	8	6	7	5	0	1	5	8	5	5

Table 9 (continued)

Question	Response	Fund School	ELEMENTARY						SECONDARY					
			Joint Funding	Title I Title I	Local Title I	Local Non-Title I	Other Federal	Total	Joint Funding	Title I Title I	Local Title I	Local Non-Title I	Other Federal	Total
How many Minneapolis in-service credits did you take this school year?	None		36%	43%	52%	68%	64%	51%	33%	40%	62%	57%	67%	55%
	1 - 3 credits		33	42	26	18	24	2-	17	34	14	16	23	21
	4 - 9 credits		30	14	20	14	9	19	50	21	22	25	9	22
	10 or more credits		1	0	1	0	3	1	0	5	3	1	0	2
How many college credits did you take this school year?	None		64%	69%	63%	84%	72%	71%	57%	48%	59%	71%	47%	59%
	1 - 3 credits		15	14	12	5	6	11	14	12	7	6	11	9
	4 - 9 credits		19	10	19	[illegible]	6	12	14	18	7	9	7	11
	10 - 18 credits		2	5	3	4	3	3	14	7	7	2	9	5
	19 or more credits		1	2	3	3	13	3	0	14	20	12	27	[illegible]
What is your career goal at this time?	Continue in my present aide classification		43%	48%	34%	54%	23%	45%	17%	28%	38%	34%	21%	30%
	Seek another classification as an aide		45	31	30	27	32	34	67	41	28	42	14	36
	Become a teacher or school social worker		4	13	28	8	39	13	17	23	18	10	40	19
	Other		8	8	8	10	6	8	0	9	13	15	23	14

Table 10

Evaluation by Auxiliary Personnel of Training and Supervision According to Elementary and Secondary School Location and Funding Sources

Question	Response	Fund School	ELEMENTARY						SECONDARY					
			Joint Funding N141	Title I Title I N108	Local Title I N72	Local Non-Title I N136	Other Federal N35	Total N492	Joint Funding N7	TitleI TitleI N84	Local Title I N43	Local Non-Title I N141	Other Federal N46	Total N321
In-Service Courses (Minneapolis credits, but not college credits														
How many of these in-service courses have you participated in since becoming an aide in the Minneapolis Schools?	5 or more courses		39%	32%	34%	11%	6%	27%	29%	27%	12%	17%	5%	18%
	2 - 4 courses		28	28	23	20	23	25	43	23	38	38	17	31
	1 course		15	18	6	13	32	15	14	16	5	8	12	10
	None		13	20	30	56	39	30	0	23	36	35	57	34
	Don't know		4	2	7	0	0	3	14	10	10	2	10	7
How useful were these in-service courses in relation to your job as an aide?	Very useful		67%	56%	64%	42%	44%	58%	33%	50%	39%	45%	33%	45%
	Useful		31	39	32	42	50	36	50	34	50	44	67	44
	Not very useful		2	5	4	16	6	6	17	16	11	10	0	11
Supervision by Immediate Supervisor (teacher, social worker, administrator, etc.)														
How often do you discuss job-related situations with your immediate supervisor?	Every day		49%	53%	56%	17%	50%	42%	67%	42%	37%	43%	36%	41%
	About 2-3 times per week		28	29	15	27	24	26	33	29	24	21	34	26
	Once a week		8	10	8	21	12	12	0	14	20	10	16	13
	Less than once a week		13	7	15	32	12	17	0	10	15	17	9	13
	Never		1	1	6	3	3	3	0	5	5	9	5	6
How useful are these discussions with immediate supervisor?	Very useful		68%	76%	77%	53%	55%	66%	83%	71%	65%	58%	55%	63%
	Useful		30	22	20	43	42	31	17	26	30	38	43	34
	Not very useful		1	2	3	4	3	2	0	3	5	4	2	3
Supervision by Office of Auxiliary Personnel Coordinators														
How often do you discuss job-related situations with a coordinator from the Office of Auxiliary Personnel?	Once every two weeks or more		4%	5%	6%	3%	3%	4%	40%	4%	8%	1%	7%	4%
	Once a month		5	5	13	2	3	5	20	11	8	2	12	7
	3-6 times a year		12	9	15	5	3	9	0	29	10	6	7	13
	Once or twice a year		35	39	22	22	34	30	20	31	38	28	14	28
	Never		44	43	43	69	56	52	20	25	38	62	60	48
How useful are these discussions with coordinations from the Office of Auxiliary Personnel?	Very useful		40%	25%	41%	20%	29%	32%	25%	32%	42%	31%	27%	32%
	Useful		45	58	44	51	36	49	75	51	54	47	36	49
	Not very useful		15	17	15	29	36	18	0	17	4	22	36	19

Table 11

Personal Descriptive Data on Auxiliary Personnel According to Elementary and Secondary School Locations and Funding Sources

Question	Response	Fund School	ELEMENTARY Joint Funding N141	Title I N108	Local Title I N72	Local Non-Title I N136	Other Federal N35	Total N492	SECONDARY Joint Funding N7	Title I N84	Local Title I N43	Local Non-Title I N141	Other Federal N46	Total N321
Age	Under 21		3%	5%	7%	1%	3%	4%	0%	12%	5%	4%	17%	8%
	21-25		4	7	3	2	26	6	14	14	10	16	37	18
	26-35		18	26	18	21	37	22	14	14	10	6	13	10
	36-45		39	29	40	53	14	39	14	20	32	33	20	27
	46-55		30	29	19	18	17	24	43	25	27	34	11	28
	Over 55		5	4	13	4	3	5	14	14	17	6	2	9
Sex	Male		4%	3%	10%	4%	21%	6%	14%	23%	32%	13%	43%	23%
	Female		96	97	90	96	79	94	86	77	68	87	57	77
Marital Status	Single		6%	10%	13%	4%	14%	8%	14%	23%	12%	19%	39%	22%
	Married		76	74	67	87	71	77	86	69	51	69	39	63
	Widowed		3	4	6	1	3	3	0	2	7	4	0	3
	Divorced-Separated		15	12	14	7	11	12	0	5	29	8	22	12
Race	White		91%	81%	79%	95%	84%	88%	67%	68%	64%	89%	62%	76%
	Black American		6	16	18	5	16	10	17	29	28	8	27	19
	Indian American		2	2	1	0	0	1	0	1	5	1	7	3
	Spanish-surnamed		0	0	0	0	0	0	0	0	0	0	2	0
	Oriental		0	1	0	0	0	0	0	0	0	0	2	0
	Other		1	0	1	0	0	0	17	1	0	1	0	2
Main wage earner in the household?	Yes		27%	23%	35%	10%	38%	23%	14%	33%	55%	23%	72%	37%
	No		73	77	65	90	62	77	86	67	45	77	28	63
Received public assistance (AFDC, etc.) before becoming an aide?	Yes		16%	16%	24%	5%	6%	13%	0%	5%	23%	9%	24%	11%
	No		84	84	76	95	94	87	100	95	78	91	76	87
Receiving public assistance (AFDC, etc.) at the present time?	Yes		16%	15%	7%	5%	9%	11%	0%	1%	15%	7%	20%	8%
	No		84	85	93	95	91	89	100	99	85	93	80	92

Appendix B

The Auxiliary Personnel Questionnaire

Minneapolis Public Schools
Auxiliary Personnel Questionnaire

(1 - 7) _ _ _ _ _ _ _

(8) How many years have you worked as an aide in the Minneapolis Schools?

_____Years

(9) How many hours are you assigned to your present position each week?

_____1. Less than 10 hours

_____2. 11 - 19 hours

_____3. 20 hours

_____4. 21 - 30 hours

_____5. 31 - 40 hours

Mark any of the following positions that describe your job as an aide.

(10) _____ Classroom aide

(11) _____ Social work aide

(12) _____ Library aide

(13) _____ Resource center aide

(14) _____ Lunchroom or milk aide

(15) _____ Supervisor in hallways or playground

(16) _____ Community school aide

(17) _____ Other_____

If you checked classroom aide in the previous question, indicate the percentage of your classroom aide time you spend on the following activities by circling the number under the percentages.

		0%	1 - 24%	25 - 49%	50% or More
(18)	Working directly with children as individuals or in small groups	1	2	3	4
(19)	Routine clerical tasks	1	2	3	4
(20)	Supervising groups of children	1	2	3	4
(21)	Observing (no tasks to do)	1	2	3	4

(22) Before becoming an aide, what was your educational level?

_____1. Less than high school diploma or GED

_____2. GED

_____3. High school diploma

_____4. One year of college

_____5. 2-3 years of college

_____6. Bachelor's degree

_____7. M. A. degree

(23) If you did not have a high school diploma or GED before you became an aide, have you since obtained a GED or high school diploma?

_____1. Yes, GED

_____2. Yes, diploma

_____3. No, but I am working on GED or diploma

_____4. No, and I am not working on GED or diploma

(24) How many college credits have you earned since becoming an aide? (do not count local training credits)

_____1. None

_____2. 1 - 6 credits

_____3. 7 - 15 credits

_____4. 16 - 30 credits

_____5. 31 - 45 credits

_____6. More than 45

(25) What is your educational goal at this time? i.e. How much and what kind of education do you hope to obtain in the future?

_____1. No further education; O.K. where I am now.

_____2. Get a GED or high school diploma

_____3. Take some college courses

_____4. Get a 2-year college degree

_____5. Get a 4-year college degree

_____6. Get an advanced college degree

_____7. Not sure of my plans

_____8. Other_____

(26) What is your career goal at this time?

_____1. Continue in my present aide classification.

_____2. Seek another classification as an aide.

_____3. Become a teacher or school social worker.

_____4. Other_____

Three types of training other than college credit courses are listed below. For each type, indicate the extent of your participation since you began working as an aide in the Minneapolis Public Schools.

In-Service Courses (Minneapolis credits, but not college credits)

(27) How many of these in-service courses have you participated in since becoming an aide in the Minneapolis Schools?

_____1. 5 or more courses

_____2. 2 - 4 courses

_____3. 1 course

_____4. None

_____5. Don't know

(30) How useful were these in-service courses in relation to your job as an aide?

_____1. Very useful

_____2. Useful

_____3. Not very useful

Any comments about or suggestions for improving in-service courses?_____

_____

_____

Supervision by Immediate Supervisor (teacher, social worker, administrator, etc.)

(28) How often do you discuss job-related situations with your immediate supervisor?

_____1. Every day

_____2. About 2-3 times per week

_____3. Once a week

_____4. Less than once a week

_____5. Never

(31) How useful are these discussions with immediate supervisor?

_____1. Very useful

_____2. Useful

_____3. Not very useful

Any comments about or suggestions for improving supervision by immediate supervisor?_____

_____

_____

Supervision by Minneapolis Schools' Office of Auxiliary Personnel Coordinators

(29) How often do you discuss job-related situations with a coordinator from the Office of Auxiliary Personnel?

_____1. Once every two weeks or more

_____2. Once a month

_____3. 3-6 times a year

_____4. Once or twice a year

_____5. Never

(32) How useful are these discussions with coordinators from the Office of Auxiliary Personnel?

_____1. Very useful

_____2. Useful

_____3. Not very useful

Any comments about or suggestions for improving supervision by coordinators from the Office of Auxiliary Personnel?_____

_____

_____

For the following types of communications, first indicate whether or not you are aware of their existence by circling the correct number. If you are aware of them, indicate the value of each type of communication.

Type of Communication		Aware of it? Yes	No		Very Valuable? Very Valuable	Of Some Value	No Value
"Let's Talk About..." manual	(38)	1	2	(45)	1	2	
Office of Auxiliary Personnel Newsletters	(39)	1	2	(46)	1	2	3
Memos from Office of Auxiliary Personnel	(40)	1	2	(47)	1	2	3
Aides' Councils (only answer if you work in North or South-Central Pyramids)	(41)	1	2	(48)	1	2	3

(33) Are you a former New Careerist?

_____1. Yes

_____2. No

(34) What is your age?

_____1. Under 21

_____2. 21-25

_____3. 26-35

_____4. 36-45

_____5. 46-55

_____6. Over 55

(35) What is your sex?

_____1. Male

_____2. Female

(36) Marital status?

_____1. Single

_____2. Married

_____3. Widowed

_____4. Divorced-separated

(37) Are you the main wage earner in your household?

_____1. Yes

_____2. No

(42) Number of dependents (If more than 9, put 9 in the space).

_____

(43) What is your race? (optional)

_____1. White

_____2. Black

_____3. Indian

_____4. Spanish-surnamed

_____5. Oriental

_____6. Other

(44) Before becoming an aide were you receiving any public assistance (AFDC, etc.)

_____1. Yes

_____2.

(49) Are you receiving any public assistance at the present time? (AFDC, etc.)

_____1. Yes

_____2. No

(50) How many Minneapolis in-service credits did you take this school year?

_____1. None

_____2. 1 - 3 credits

_____3. 4 - 9 credits

_____4. 10 or more credits

(51) How many college credits did you take this school year?

_____1. None

_____2. 1 - 3 credits

_____3. 4 - 9 credits

_____4. 10 - 18 credits

_____5. 19 or more credits

t in-ser rses would you like to see offered next

_____

_____

_____

_____

_____

_____